**Focus Question: How do geography and natural resources affect a community? (Grade 3, Unit 3)**

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| **Lesson Component** | **INTENSIVE** | **STRATEGIC** | **BENCHMARK** | **ADVANCED** | **How gradually release responsibility?** |
| **BEFORE READING** | | | | | |
| **BEFORE**  Build background | * Ask own questions and clarify answers to spark interest and connection * Read chorally for fluency and to set purpose | * Identify most important ideas * Discuss most interesting idea to activate interest | * Make and label drawings of big ideas (linking to diagrams in nonfiction text) * Share and discuss | * Make and label drawings (not as much discussion) |  |
| Reinforce vocabulary | * Multiple choice (recall) with teacher * Key ideas and simple language to discuss | * Fill in blanks with a partner * Harder to generate words that fit in blank | * Longer responses to apply vocabulary * Less teacher support | * Deeper application of vocabulary concepts * Compare and elaborate |  |
| Set purpose | * Revisit to better understand key ideas | * Reread to better understand key ideas | * Think more deeply how the ideas fit together | * Find details missed in their first reading |  |
| **DURING READING** | | | | | |
| **DURING**  Modeled Comprehension | MODEL – explain with explicit brief examples | MODEL – predicting in non-fiction | MODEL – nonfiction text features like headings | MODEL – Notice how author has topic sentence and details in each paragraph (nonfiction text structure) |  |
| Guided comprehension | Teacher reads and students stops to jot key ideas in graphic organizer | Partners read together | Read along but stop and talk to partners at stopping points | Read silently and discuss concepts and interpret photos |  |
| **AFTER READING** | | | | | |
| **AFTER**  Comprehension Check (skills and strategies) | *Questions*   * Make inferences * Cause/effect * Text features   *Scaffolding Options*   * Acad. Language * Intervention for Acceleration (Inferencing) * ELL Support | *Questions*   * Use graphic sources * Compare & contrast * Make inferences   *Scaffolding Options*   * Acad. Language * Intervention (Compare/ * Contrast) | *Questions*   * Main Idea & details * Summarize   *Scaffolding Options*   * Critical Thinking (Synthesize) * Challenge: Compare & Contrast | *Questions*   * Determine important ideas * Use graphic sources   *Scaffolding Options*   * Ask & Answer Own Questions * Challenge: Timelines |  |
| Respond | *Big Ideas:*   1. Identify preference & describe 2. Answers their own questions orally | *Big Ideas:*   1. Discuss with a partner 2. Write a journal entry and compare | *Big Ideas:*   1. Add labels-details to drawing from today 2. Write a paragraph and connect to today | *Big Ideas:*   1. Add labels-details to drawing across the unit 2. Write and elaborate with evidence |  |
| **WHOLE GROUP**  **WRAP-UP** | * Share and connect to theme – “we’re all learning about the same big idea, and we each have something unique to contribute about that idea – no matter what your reading level is” * Daily writing: Big ideas plus own experiences (same task, but maybe different responses) * Self-Assessment: Reflect on progress made with respect to personal goals | | | | |

**HOMEWORK:** What are three key takeaways you learned about how to differentiate literacy instruction in your classroom?

What is one thing you are still wondering about when it comes to differentiation?

Focus Question for the Lesson: Grade 3, Unit \_\_\_\_\_\_\_

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| **BEFORE READING** | | | | | |
| **BEFORE**  Build background |  |  |  |  |  |
| Reinforce vocabulary |  |  |  |  |  |
| Set purpose |  |  |  |  |  |
| **DURING READING** | | | | | |
| **DURING**  Modeled Comprehension |  |  |  |  |  |
| Guided comprehension |  |  |  |  |  |
| **AFTER READING** | | | | | |
| **AFTER**  Comprehension Check (skills and strategies) | *Questions*  *Scaffolding Options* | *Questions*  *Scaffolding Options* | *Questions*  *Scaffolding Options* | *Questions*  *Scaffolding Options* |  |
| Respond | *Big Ideas:* | *Big Ideas:* | *Big Ideas:* | *Big Ideas:* |  |
| **WHOLE GROUP**  **WRAP-UP** |  | | | | |